**Contemporary Life: School Days**

What is school? Why is school important?

Novice Range – 6 weeks, 250 minutes

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| **Learning Scenario** | | | |
| Students will learn about school in their community and in other cultures. They will consider what students learn in school and will be able to compare what schools are like in their community and in other places. They will be able to say why education is a basic right and comment on who goes to school in different countries. Finally, they will compare traditional ways of school with what is possible today. | | | |
| **Unit Goals** | | | |
| Learners will be able to:   * Discuss their likes and dislikes with regard to school * Comment on what they need to learn * Make comparisons between their school life and school life in the target culture * Comment on the importance of school and who goes to school | | | |
| **Summative Performance Assessments** | | | |
| **Interpretive** | * Read school schedules from other countries and draw conclusions about similarities and differences. * Read ads or lists about school supplies and indicate what is needed. * Listen as individuals give their opinions about information related to school and demonstrate comprehension. | | |
| **Presentational** | Project - Create a multi-media presentation that will introduce your school to other Spanish speakers.  On Demand – Share your feelings about school. Consider advantages and disadvantages of other school systems. | | |
| **Interpersonal** | Have a conversation where you discuss school and education. Comment on what you like and don’t like about your school and make comparisons to other schools in other countries. Give your opinion about why education is or is not important | | |
| **Supporting**  **Functions** | | **Supporting Structures/Patterns** | **Priority Vocabulary** |
| discuss school subjects | | I like, don’t like | school subjects  school supplies  places in school buildings  days of the week  months of the year  time  verbs associated with school  \*\*\*  A right, basic right  Dignity, education  Percent  Recess |
| say what I can do to learn | | I can…read, study, etc. |
| describe my classes | | adjective agreement |
| discuss school schedules | | ordinal numbers  at what time |
| Say what I need/don’t need | | I need… |
| say how many classes I and others have | | how many |
| compare schools in different communities | | In (Argentina) …, but here….  Prepositions with countries |
| Indicate how they and others go to school | | To go |
| recognize the rights of the child | | All children need..  dignity, education, etc. |
| Talk about who goes to school | | Who goes…  \_\_% of girls go… |
| say why school is important | | Education is…  Important, essential, a right  the foundation for the future |
| **Resources** | | | |
| Chinese |  | | |
| French | <https://www.pinterest.com/lterrillindy/french-ecole/>  Chemins de l’école - https://www.youtube.com/watch?v=tIrK1Vc7Lek | | |
| German |  | | |
| Spanish | <http://www.pinterest.com/lterrillindy/school-spanish/>  De camino a la escuela - https://www.youtube.com/watch?v=qSkEJ\_bitPQ | | |
| **Learning Experiences** | | | |
| Interpretive | Open unit with video on going to school around the world, comment on how children go to school | | |
| Interpretive  Interpersonal | Introduce UNICEF material – school is a basic right. Look at statistics on who goes to school in different countries, percent of male/female. | | |
| Interpersonal  Presentational | Focus on school subjects – likes and dislikes  Share your opinions, | | |
| Interpretive  Interpersonal | Compare school schedules from different cultures, number of days, months, vacation | | |
| Interpretive  Interpersonal | Look at school classrooms from around the world, describe | | |
| Interpretive | Sort activities by traditional or modern, then confirm with infographic. | | |
| Interpersonal | Talk about how many classes you and others have, create an ideal school schedule drawing on other target culture schedules | | |
| Interpersonal | Talk about school supplies and classroom objects in classrooms around the world | | |
| Presentational | Create script to present school to other speakers of the language | | |